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Prevalence's and practices of Simulation use in the undergraduate Nursing Curricula

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Background to the study:

Part of a larger study

Literature suggests a possible underuse of simulators in nursing education.

Situational analysis



Aim: assess the prevalence and practices of simulation in the 4 year degree or diploma

Data Collection

- The validated *Prevalence's and Practices of Simulation* survey (Hayden, 2010) used with permission.
- Surveys were e-mailed to a representative sample of educators using simulation at NEIs (University and Colleges)
- **Sampling Issues**
- **Final Sample**
-

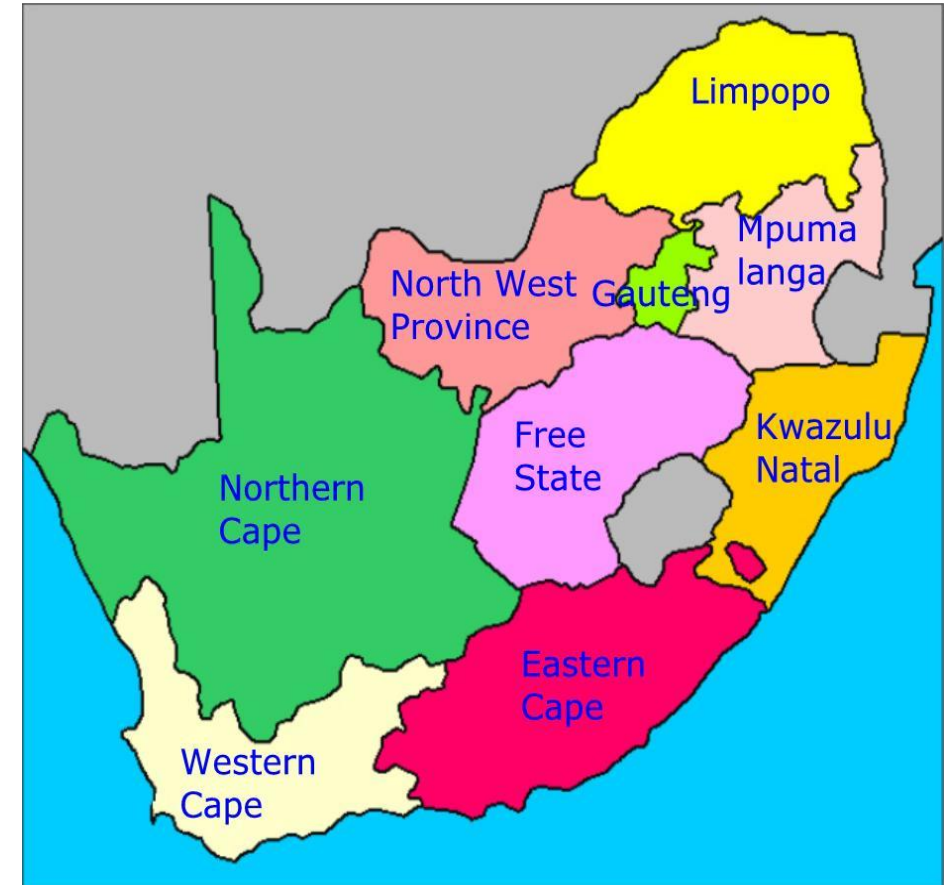


Distribution of sent surveys

Province	University	College	Other	Total
Gauteng	25	10		35
Western province	4	6		10
Eastern province	11	3		14
Limpopo	8	4		12
Kwa Zulu Natal	9	7		16
Northern Cape	0	2		2
Mpumalanga	0	5		5
Free State	9	8		17
Northwest province	9	2		11
Not delivered - returned			16	16
Sample Total				138

Description of NEI	
University	34
College	17
TOTAL	51
Type of program	
4 year degree	34
4 year Diploma	15
Skipped question	2
TOTAL	51
Geographical location	
Rural	2
Suburban	3
Urban	37
Skipped question	9
TOTAL	51

Demographic data



For this study simulation was defined according to the level of fidelity of the manikin or scenario.

High-fidelity simulation: programmed to respond to affective or psychomotor changes


Medium fidelity: manikins with installed human qualities that don't respond to students actions

Task trainers: part of a manikin designed for a specific psychomotor skill.

Type of simulation used per year group

	High-fidelity Simulation	Medium-fidelity Simulation	Task trainers	Total respondent s
First year	11.11% (4)	47.22% (17)	83.33% (30)	(36)
Second year	21.88% (7)	50.00% (16)	65.63% (21)	(32)
Third year	38.71% (12)	51.61% (16)	70.97% (22)	(31)
Fourth year	39.29% (13)	45.45% (15)	60.61% (20)	(33)

Scenario Information

		Yes	No	Total respondents
Are scenarios commercially purchased?		43.48%	75.67%	41
Educators that write their own scenarios		95.0%	5.0%	40
Educators that share their scenarios with other NEIs		17.50%	82.50%	40
	Colleague evaluation	Pilot testing	Student review	None
Quality of simulation session/scenario Multiple choices could be selected.	25.64%	7.69%	61.54%	25.64%

Types of learning opportunities offered by simulation in the NEIs

Practice procedures such as suctioning, Foley's catheter insertion, medication administration	90.70%
Practice routine assessments such as health and lung sounds expected in clinical normal and abnormal findings	46.51%
Practice patient scenarios discussed in class	72.09%
Practice rare scenarios that students may not see in clinical facilities	46.51%
Practice high risk patient scenarios	34.88%

Debriefing practices

Educators debrief students routinely after simulation	43.59%
Debriefing does not occur after simulation	56.41%



Educator training in Simulation

Formal training in simulation i.e attended a workshop	12.2%
Introductory course in simulation	78.02%
No training	8.76%

Perceptions about the amount of simulation

Should be using more simulation in their programmes	95.23%
Using just enough simulation	4.77%

Discussion of Findings

- Use of Simulation in NEIs
- Types of simulation
- Areas of concern
- Debriefing
- Limitations of the study
- Recommendations

